

# All Means All; Using Positive Behavior Supports for Successful Inclusion

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# **ALL means ALL**

Using Positive Behavior  
Supports for Successful  
Inclusion

# Meet the Presenters



Teri Jones



Angela Truex



Valentina Contesse

# Vision of Inclusion

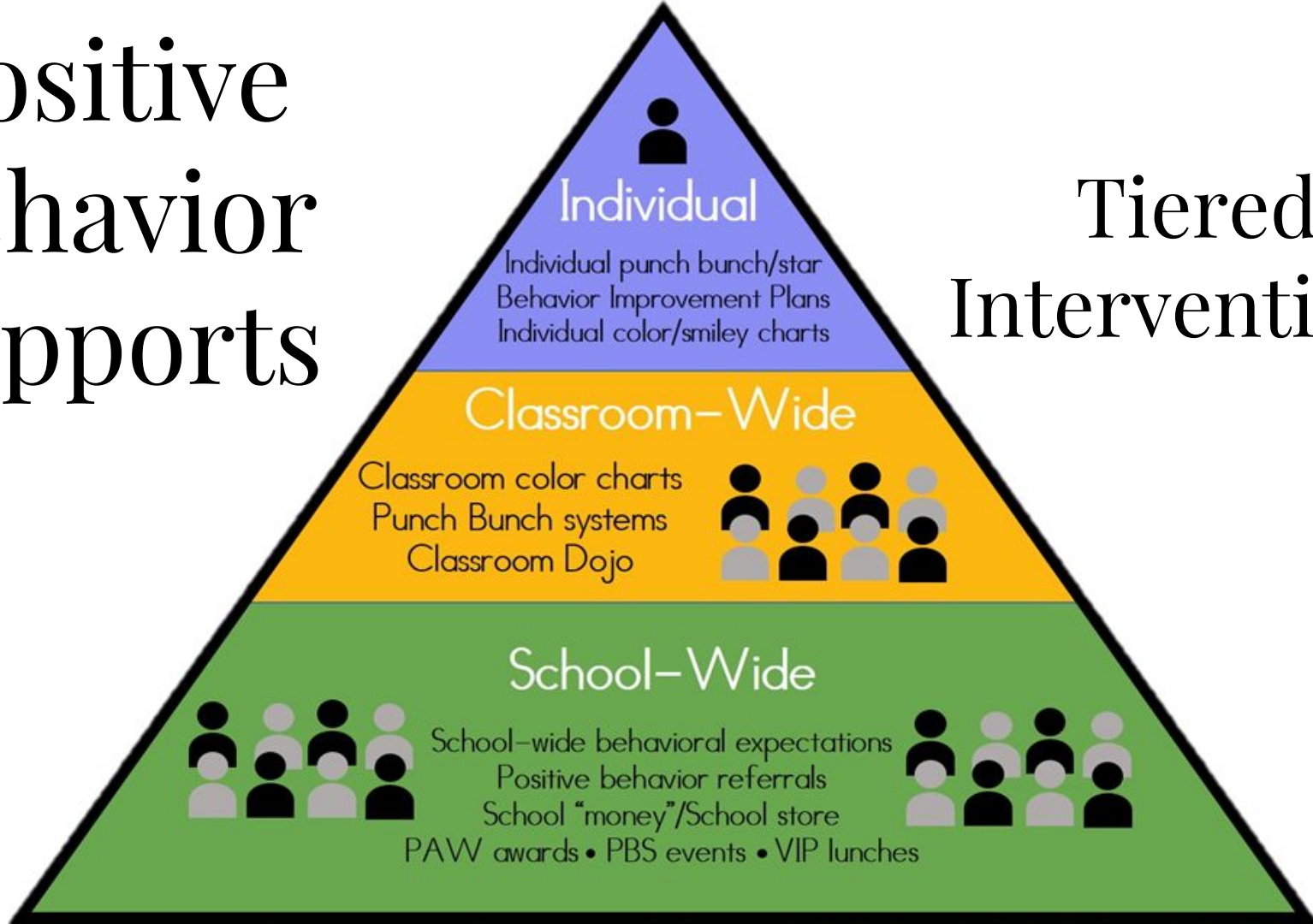
IDEA

Ongoing problem-solving

Real life examples

# Positive Behavior Supports

## Tiered Interventions

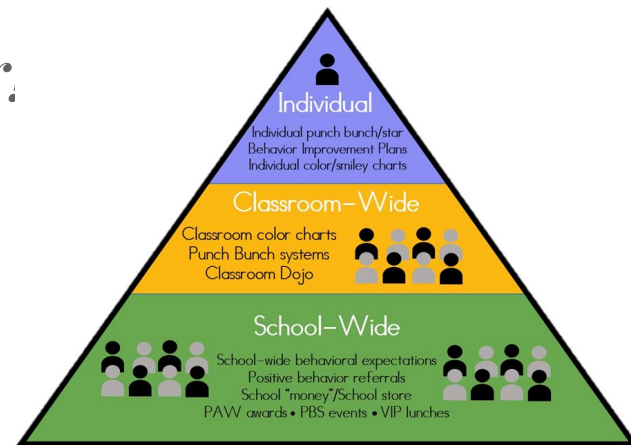


# Behavior Supports/Tools

## Tier 1: School-Based Interventions

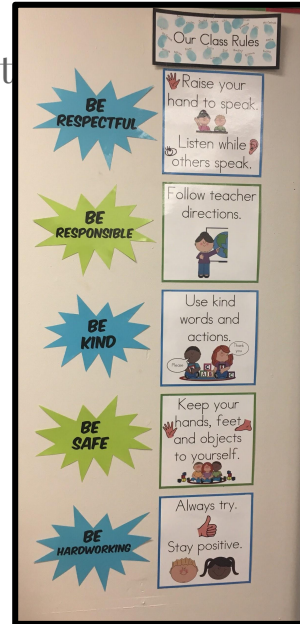
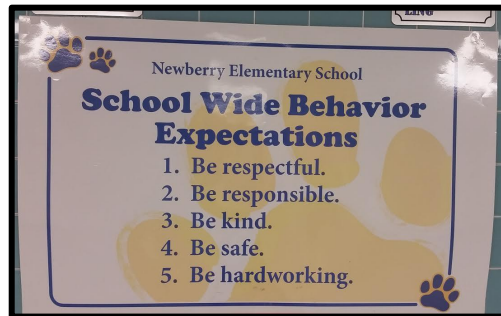
PBIS, Adult buy-in, School-wide procedures

*Tier 1 effectiveness is KEY!*



# PBIS

- Money/Tickets as school-wide reinforcer *i.e. Super Bucks*
- Expectations posted; discussed using consistent language
  - Language is consistently used across school environments by different staff members (not just teachers)
- Positive statements
- Classroom rules aligned to school expectations
- Positive and productive school committee





# Adult roles

- Adult interactions are a model for student interactions (Positive OR Negative)
  - Real-life examples
- Adults take interest in ALL students
  - Communication about students
  - “Odd” Behaviors
  - Maintaining relationships
- All staff responsible for integrity of PBIS systems
  - Analyzing/revamping
  - Teaching new teachers



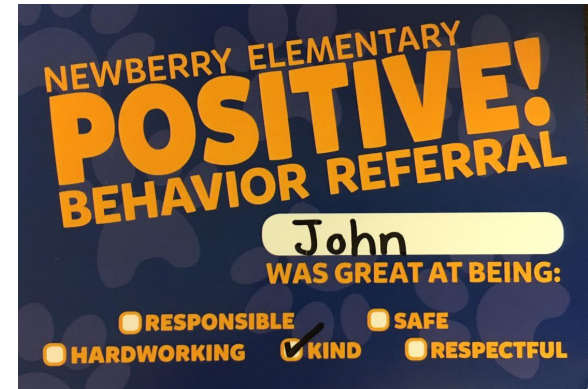


# School-wide Procedures

- Morning
- Afternoon
- Greetings/goodbyes
- Lunchroom expectations
- Specials
- Hallway
- Recess

# Home Communication

- PAW Awards
- Positive behavior referrals
  - Ex: postcards
- Newsletter
- Community events





# **“But we’re not a PBIS School!”**

- Developing a positive school climate
  - Principal/leadership team set the expectation for positive interactions
- Strategies can still be implemented
- Core group to initiate/carry out
- Adult interactions are a model for student interactions
  - All members of the school community
    - Teachers
    - Admin
    - Staff members
    - parents

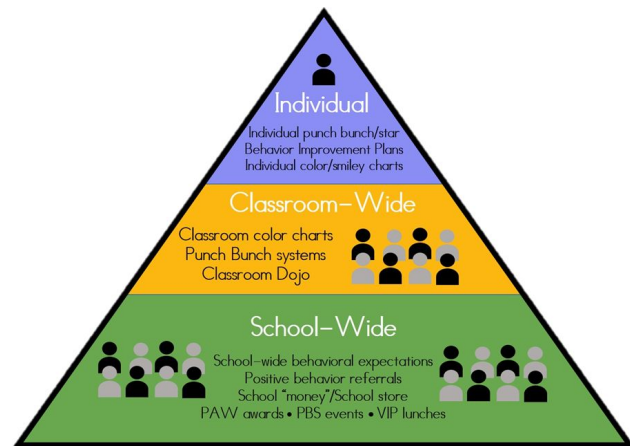
# Haim Ginott

**“I’ve come to the frightening conclusion that I am the decisive element in the classroom. My personal approach creates the climate. My daily mood makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”**

# Behavior Supports/Tools

## Tier 2: Classroom-Wide Interventions

*All tiers are interconnected*





# Classroom Non-Negotiables

- Students need to know they are loved and valued no matter what their day is like
  - “Kids don’t learn from people they don’t like.” -Rita Pierson (TED Talk “Kids Need a Champion”)
  - grumpy days quote
- Rules stated positively and ref. to daily
  - Provide examples - target behavior desired
- Clear, consistent behavioral expectations and boundaries
- Classroom supports a positive school-wide behavior system (PBIS)

# Classroom Organization

- Procedures (Predictable routine)
  - Morning routine
  - Procedures
  - Materials
  - Partner work
  - Schedules (Visual)
  - Calendar
- Space
  - Time Out vs. Cool Down areas; not same





# Classroom Community Development

- Communication
  - Tone
- Disrespectful/inappropriate behaviors not tolerated
- Using literature to support
- Role Playing, Coaching, Practicing
- Morning Meeting
- Opportunities to talk
- Consistent, positive adult models
- Taking pictures
- Being genuine
- Class compliment chart





# Reinforcement System

- Every classroom should have one
- Consistently utilized
- Moves both positively and negatively
- Fluid
  - Day is not ever lost because of “moving down”
  - Students have opportunity to change their behavior

# Classroom Reinforcement System Examples



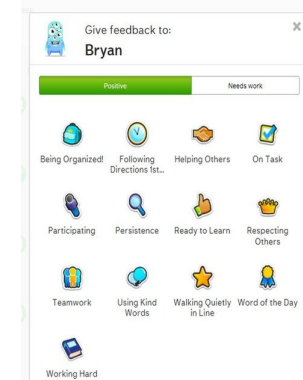
Classroom  
Behavior  
Charts



# Classroom Reinforcement System Examples



## Class Compliments Chart



DOJO Rewards	
10 1 choice	5 Star Bucks ★★★★★
15 1 choice	Change Your Avatar Pass 
20 1 choice	10 Min. Computer Pass 
25 1 choice	Sweet Treat   
30 1 choice	No HW Pass 
35 1 choice	2 Raffle Tickets 
40 2 choices	Treasure Box 



# Instructional Strategies

- Movement built in
- Collaborative learning
  - Peer supports
- Brain Breaks
- Student choice



# Establishing communication with caregivers

- Should be continual
  - Beginning of the year AND throughout
  - Share school, classroom, and individual expectations/systems
- Home-school communication about whether or not student is meeting expectations
  - Color calendar (with notes)
  - Phone calls
  - Emails
  - DOJO or Remind.com



# Working as a Team

- Keep the focus and tone positive
  - Even when it is related to behavior
  - Conferences/IEP meetings
    - What the student CAN do well even when there are challenging things to discuss
- Home and School can and should be a team
  - Being aware that home life may be very different from the experiences of staff
    - Accepting it for what it is without judgement
  - Understanding that when parents are not as involved as staff would like, it may not be because of disinterest
    - Finding creative ways to involve parents/caregivers/home (May work long hours, etc.)



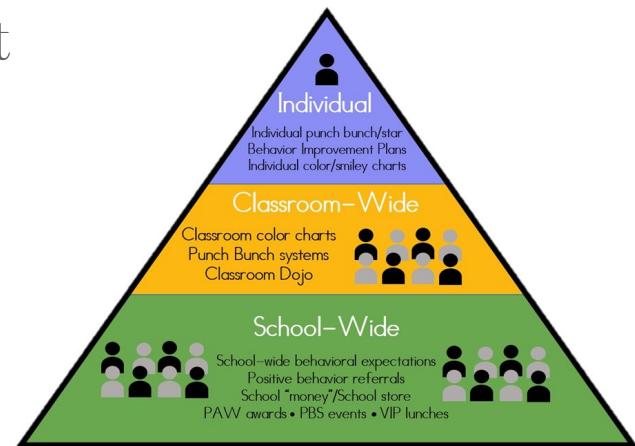
# MTSS

- MTSS process is addressing behaviors
- Tier 2 Interventions
  - Mirror classroom system
    - Frequency and intensity
  - Building in breaks
- For some students, change the focus and reinforcement for the individual student (becomes Tier 3)

# Behavior Supports/Tools

## Tier 3: Individual Interventions

May mirror classroom system or may be individual to specific student







# Ongoing Problem Solving

- Who does it?
- Consider the function
  - Communication
  - Social Communication
  - Emotional Needs
  - Academics
  - Allow students choices for reinforcers based on their interests
    - They will get their needs met one way or another..
- Developing a plan
  - Determining reinforcer
- Flexibility
  - Adjusting the “plan” based on current situation
  - Adjusting the schedule as needed for an individual student’s needs
  - Shaping behavior- approximations first if needed
  - Behavior may get worse before it gets better
    - Don’t just say an intervention or inclusion setting “isn’t working” because you don’t see immediate results
- Consistency



# Collecting Data

- Frequency
- Intensity
- Times of the day
  - Morning
  - Afternoon
  - Certain subjects
- Setting
  - Cafe
  - Specials
- Transition of adults; locations
- How?
  - Google forms
  - Building it into the day

# Data Collection Examples

**Makaio**

I will earn:


Physical aggression

Running

Timeouts

Physical Assists to engage

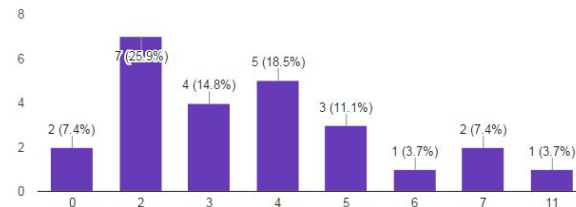
# of smileys earned

Use your words. Tell me!

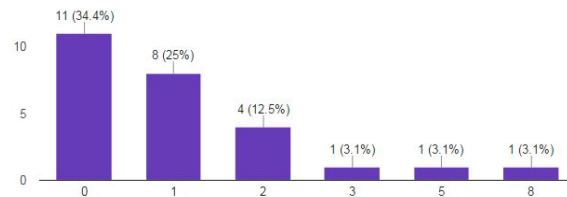
Stay in your area!

Listen! Teacher says it you do it.

Number of physical aggression events (25 responses)



Number of timeouts (26 responses)





# Supports in Classroom

- Co-teaching
- Collaborating with ESE teacher
- School counselor
- School staff
- Peers
- Paras
- Volunteers
- Interns

What if these supports are not available?

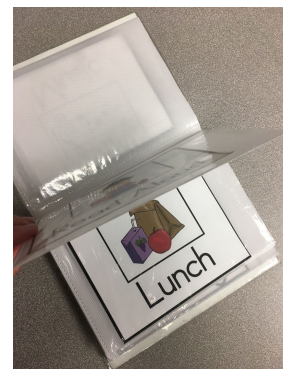
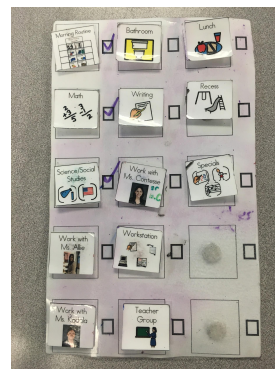
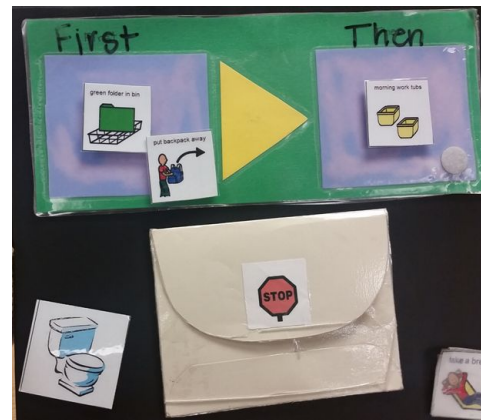
Be creative!

- Improving home/school connection
- There are always ways to meet the need of the child if you are willing to go the **extra mile..**
  - Real life stories
- REMEMBER.. the younger a student is included and/or behavior is addressed, the more likely success and growth will happen

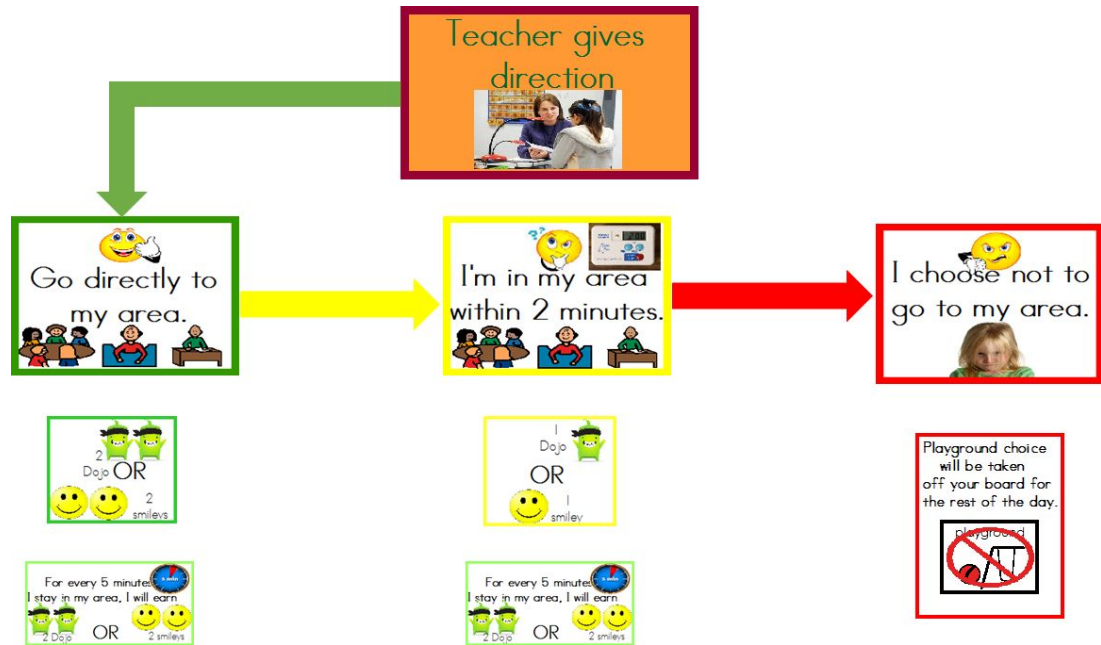
# Behavior Chart Examples

Trey's Morning Schedule	
1 Come to class.	2 Check your schedule.
3 Unzip your backpack.	4 Take your folder out of your backpack.
5 Get your papers from the pocket chart.	6 Put your papers in your folder.
7 Put your folder in your backpack.	8 Zip up your backpack.
9 Put your backpack in the basket.	10 Read to class. 1,2,3,4, 5,6,7,8,9,10.
11 Go to the bathroom.	12 Get a book and read.

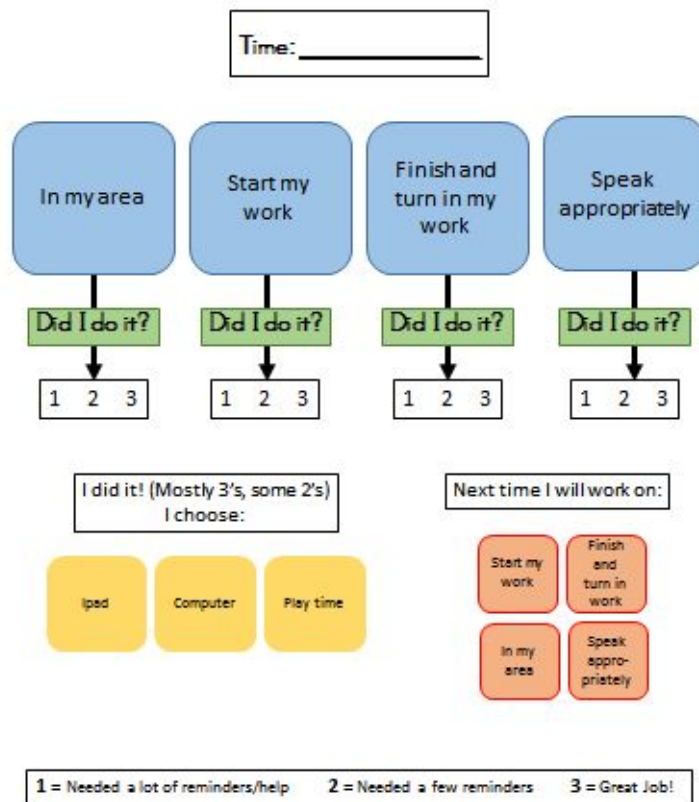
Morning Schedule	
1 Come to class.	2 Check your schedule.
3 Unzip your backpack.	4 Take your folder out of your backpack.
5 Put your folder on the table.	6 Put your papers in your folder.
7 Put your lunchbox in the basket.	8 Zip up your backpack.
9 Put your backpack on your chair.	10 Go to the bathroom.
11 Start your morning work.	12 Clean up.



# Behavior Chart Examples



# Behavior Chart Examples



# Behavior Chart Examples

How did I do?

Did I stay in my area? ☐ Yes ☐ No

Did I listen to my teachers and follow directions? ☐ Yes ☐ No

Did I do my work? ☐ Yes ☐ No

Did I talk nicely to others and treat them nicely? ☐ Yes ☐ No

Total ☐

Raheem's rating

How did I do?

Did I stay in my area? ☐ Yes ☐ No

Did I listen to my teachers and follow directions? ☐ Yes ☐ No

Did I do my work? ☐ Yes ☐ No

Did I talk nicely to others and treat them nicely? ☐ Yes ☐ No

Total ☐

Teacher's rating

Raheem Daily Points

Schedule	Points
Morning Meeting	
Rotation 1	
Rotation 2	
Rotation 3	
Recess/Snack	
Rotation 4	
Rotation 5	
Lunch	
Special Activity	
Dismissal	
Total	



# Behavior Chart Examples

**Punch a Bunch**




Circle One Reward:

		
1 Homework Pass	1 Ice Cream Certificate	10 mins computer

Kyle  **Bee on Time to school**

**Punch a Bunch**

Circle One Reward:

		
snack baggy	5 min. chill out	5 min. computer

Student's Name: \_\_\_\_\_

# Tools/Strategies

- Fidget tools
- Accommodated seating
- Physical boundaries
- Intentional seating arrangements
  - Space to move



**Seat Cushions**



**Sensory**

# Reinforcers

- How to determine
- What to use
- Fading and Shaping behaviors





# Other considerations

- Pay attention to possible changes/issues outside of school
- Build in breaks for kids with behavior challenges. If you don't build in the breaks, they will take their own break with the behavior!!
- Trauma
  - You never know what a child is dealing with outside of the school day
    - Give them the benefit of the doubt!
    - Don't assume it is simply a "choice" to act out
  - Has a huge impact on behavior
    - Externalizing and internalizing behaviors
    - Observable and not
    - Students with disabilities may have difficulty communicating about it
- Language
  - Not understanding or being able to communicate
  - Scripts, visuals
  - Limited vocabulary
- Individual supports can carry over to home (Braxton football chart)

# Contact Information

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